GREAT & GWIMS Joint Webinars

GREAT Chair Linda Hyman, PhD
GWIMS Chair-elect Toi Harris, MD

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<td>Creating Safe and Inclusive Environments for Faculty and Students in the Biomedical Setting</td>
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Beyond Climate Surveys: Achieving Inclusion Excellence in Research and Clinical Settings

Toi Harris, MD

September 23, 2020
Presenters

Toi B. Harris, MD  
Associate Provost of Institutional Diversity, Inclusion and Equity & Student and Trainee Services  
Baylor College of Medicine

Antonio Bush, PhD  
Director of Research, Diversity & Inclusion  
Association of American Medical Colleges

Carolyn Smith, PhD  
Dean, Graduate School of Biomedical Sciences  
Baylor College of Medicine

Katherine B. Greenberg, MD  
Vice Chair, Diversity and Culture Development, UR Medicine Golisano Children’s Hospital  
University of Rochester School of Medicine and Dentistry

Paul Klotman, M.D., FACP  
President and CEO  
Baylor College of Medicine
Learning Objectives

Upon completion, attendees will be able to:

• Gain and/or increase their awareness of the Foundational Principles of Inclusion Excellence (FPIE) toolkit to assess and enhance inclusive excellence in the biomedical community,

• Demonstrate an understanding of the potential opportunities and challenges in launching and implementing action plans to assess inclusive excellence across mission areas,

• Reflect and identify opportunities and challenges they may encounter when utilizing FPIE to achieve inclusive excellence in their institution's research and clinical environments.
Institutional Assessment

There is demonstrated alignment with organizational mission, values, and a culture of inclusion.

• Demonstrated Commitment and Excellence
• Beginning Commitment
• On the Threshold (awareness)
• No Demonstrated Commitment or Evidence
Faculty Diversity and Inclusion

Diversity, inclusion, and equity are recognized as components of institutional excellence

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<tr>
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<th>Neither Agree nor Disagree</th>
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<td>BSCI Men</td>
<td>9%</td>
<td>15%</td>
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<td>9%</td>
<td>15%</td>
<td>76%</td>
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My workplace culture cultivates a sense of diversity

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<tr>
<td>BSCI Women</td>
<td>17%</td>
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<td>Clin Men</td>
<td>7%</td>
<td>15%</td>
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FPIE Overview and Background

Antonio A. Bush, PhD, MS
Director of Research, Diversity & Inclusion
Association of American Medical Colleges
“Together, diversity and inclusion can become a powerful tool for leveraging those differences to build innovative, high performing organizations.”
Practice “Conscious Inclusion”
AAMC Diversity Policy & Programs, Foundational Principles of Inclusion Excellence, 2017

- Diversity is a **strategic imperative** → intentional
- **Authenticity** and **intersectionality** are valued & encouraged
- **Safe & civil environment** to share their voices openly (*brave* spaces)
- **Dignity-consciousness** → everyone feels **validated, valued** and respected
- Sense of **belonging** → everyone is part of the **fundamental fabric** of the organization
- **Investment mindset** → *exclusionary practices* identified & addressed
- **Continuous Diversity Improvement** → **accountability** for diversity and inclusion efforts
Are there any benchmarks that academic health centers can follow to assist us in our efforts?

Is there a tool that can assist us in our efforts?
Foundational Principles of Inclusion Excellence (FPIE)

9 Principles

- Adapted & modified from *Netter’s Principles*
- Toolkit:
  - ✓ FPIE
  - ✓ Institutional assessment
  - ✓ Scorecard
  - ✓ Applications
  - ✓ Glossary
  - ✓ References
Pilot Sites

University of Nevada-Reno School of Medicine
Nicole Jacobs, PhD

Washington University School of Medicine in St. Louis
Sherree A. Wilson, PhD
Joseph Pangelinan, PhD

University of Rochester School of Medicine and Dentistry
Katherine Greenberg, M.D.

Baylor College of Medicine
Toi Blakley Harris, M.D.

Georgetown University School of Medicine
Susan M. Cheng M.PP, Ed.LD
Andrea Cammack

University of Connecticut School of Medicine
Linda K. Barry, M.D.

Florida State University College of Medicine
Joedrecka Brown, M.D.
Kema Gadson Ed.D
Question for the audience:

- Please use the Q&A panel to answer the next question
- Select “All Panelists” to share your answer with the speakers.
- Your answer will NOT be shared with other attendees
In an organization that has achieved inclusion excellence….

3. Employees & learners are part of the fundamental fabric of the organizational community.

Q: How might this principle play out in our institution, or in your departmental unit? What sort of things might demonstrate this?
Inclusion Excellence: Research Trainees & Basic Science Faculty
Carolyn Smith, PhD
Dean, Graduate School of Biomedical Sciences
Baylor College of Medicine
Percent of UR and WR trainees across career stages in the biomedical research workforce.

Data represent the 2011–2012 academic year.
Temporal trends in the populations of biomedical URM and WR PhD graduates and assistant professors, 1980-2014
What Drove Increase in Diversity in PhD Programs?

- Building Relationships (pipeline)
- Recruitment & Admissions
- Student Support
  - Academic
  - Psychosocial
  - Environment/Climate
  - Mentoring
- Funding, e.g. NIH

Valentine et al., CBE—Life Sciences Education 15:fe4, 1–5, Fall 2016
Inclusion for Faculty in Research

Q: What might Basic Science Departments do within your institution to:

- Promote a sense of belonging?
- Optimize talent and leverage differences?
Inclusion for Faculty

- Mentorship
- Professional Development
- Peer & Leadership Networking

NIH Distinguished Scholars Program

A Cohort Model for Enhancing Diversity and Inclusion of Principal Investigators in the NIH Intramural Research Program

NIH Distinguished Scholars Program participants with Dr. Francis Collins, NIH Director.
Good Mentoring Relationships Promote Institutional Diversity & Inclusion

Positive effects for individuals include:

• enhanced science identity
• sense of belonging and self-efficacy – which lead to increased persistence
• research productivity
• career satisfaction

What Does Faculty Mentoring Look Like at Your Institution?

- Experience & success with mentoring of graduate students and postdocs
- Institutional and School support
- Diminishing resources as move towards faculty, junior and advanced
- Mentoring for Faculty
  - Institutional or Departmental?
FPIE to Assess Clinical Inclusive Climate

Katherine Blumoff Greenberg, MD
Vice Chair, Diversity and Culture Development, UR Medicine
Golisano Children’s Hospital
University of Rochester School of Medicine and Dentistry
Mission and Vision: Do everything in our power to help every child reach their fullest potential.

Inclusive Climate and Culture Goal: Build a healthy, inclusive environment to attract and retain diverse talent for GCH; Grow a diverse, inclusive, and anti-racist work environment that fosters creativity and innovation and promotes colleague engagement.
At Golisano Children’s Hospital, there is a demonstrated commitment to diversity (AAMC) American Association of Medical Colleges (FPIE) Foundational Principles of Inclusion Excellence
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<td>Increase community engagement in our physical spaces</td>
<td>• Would like to see more commitment to reaching our patients and families; eg bus passes, parking vouchers, relationships with Uber/Lyft</td>
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| Enhance our culture of safe& respectful communication     | • “There are folks who get it and folks who don’t” re diversity and inclusion  
• Communication, microaggression training for attendings to create a climate of accountability “even if you don’t get it”  
• 360 evaluations for faculty with questions focused on inclusion and equality  
• Witnessed micro/macroaggressions and received trauma for staff of color watching white colleagues judge patients & families |
| Cultivate appreciation for individual talents             | • Staff lower on the hierarchy want to engage w/ their perspectives “we have a lot to contribute” but are not always allowed to do so                                                                                   |
| Change culture of tolerating harassment by families in service of their children | • Adequate tools to respond to patient/family bias  
• Non-punitive behavioral management plans for families who can be harder to work with  
• Zero tolerance for bias (bidirectional; see also safe communication) |
| Funding is a barrier to opportunities                     | • For non-clinical work  
• For time with immigrant and refugee patients and materials to support them  
• Access to supported time off for entry-level staff to have upward mobility by taking advantage of tuition waiver, etc.  
• Continuing education funding for non-physician providers |
Institutional Accountability
Paul Klotman, M.D., FACP
President and CEO
Baylor College of Medicine
We are called to action to realize change, both within our own institution and more broadly in the communities we serve and pledge to:

1. Evaluate and improve practices, policies and traditions within Baylor College of Medicine that impact the recruitment, productivity, retention and advancement of all faculty, staff, trainees and students of underrepresented minority and underrepresented in medicine and science (URM and UiM) groups.

2. Broaden and accelerate efforts to improve science, technology, engineering and mathematics (STEM) education for URM and UiM students.

3. Educate our healthcare workers, scientists and communities to address structural racism and mitigate its negative impacts on health and healthcare.

4. Develop a comprehensive strategy for the recruitment and retention of underrepresented minorities in clinical trials.

5. Address inequitable health outcomes affecting underrepresented minorities.
QUESTIONS?
Next Steps

Upcoming Webinars:

10/14/2020  Creating Safe and Inclusive Environments for Faculty and Students in the Biomedical Setting

11/24/2020  Creating Successful Institutional Culture Change Initiatives at Academic Medical Centers

To join GREAT email great@aamc.org
To join GWIMS email gwims@aamc.org